

Bridgeport Public Schools

Summer Reading Activities

First Grade

Name: _____ **School:** _____

Parent/Guardian Signature: _____



**Reading Department
948 Main Street-5th floor
Bridgeport, CT 06604**



Bridgeport Public Schools
2010 – 2011

ADMINISTRATIVE OFFICES BUILDING

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VICTORIA EGRI

Director of Reading/Literacy
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June 2010

Dear Parents/Guardians,

Summer is a time for students to celebrate the completion of a successful school year, and to continue to enjoy reading by choosing books that are of interest to them.

This packet has been developed to assist you in continuing to enhance your child's literacy experiences during the summer months. As your child reads through the summer he/she will build new vocabulary as they improve their ability to read fluently and with comprehension. This packet includes:

- *Summer Reading Lists;*
- *Reading logs for the Connecticut Governor's Reading Challenge;*
- *Sight word vocabulary practice;*
- *Story Maps; and*
- *CMT practice activities.*

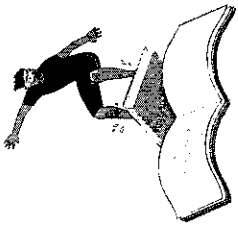
This Summer Packet is not intended to be done during one sitting, but spread throughout the summer months. Set aside a time each day, or a few days a week, when your child will read a book from the list for at least 20 minutes a day.

Please take your child to the public library where there is a special section of books specifically for Bridgeport Public School Students. The librarians will assist in choosing appropriate books to read. You may even find a book that you would love to read! Then encourage your child to complete one of the response activities.

The completed packet should be brought to school in August. If you have any questions, please contact the Reading Department at 203-275-1374. We wish you a safe and relaxing summer!

Sincerely,

Victoria Egri
Director of Reading/Literacy



CONNECTICUT READS 2010

The Governor's Summer
Reading Challenge



Name _____

Grade _____

School _____

Town _____

My favorite book was _____

I liked this book because _____



CONNECTICUT READS 2010

The Governor's Summer Reading Challenge

Summer Reading Journal



CONNECTICUT READS 2010

THE GOVERNOR'S SUMMER READING CHALLENGE

Title of Book

of Pages
(Grades 6-12)

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____

Title of Book

of Pages
(Grades 6-12)

14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____
23. _____
24. _____
25. _____

Total number of pages read (Grades 6-12 only) _____

**BRIDGEPORT PUBLIC LIBRARY
SUMMER READING LIST: 2010**

GRADE 1

| | |
|-------------|---|
| ALLARD | MISS NELSON Series |
| BROWN | THE ARTHUR Series |
| CREWS | BIGMAMA'S |
| CRONIN | CLICK, CLACK MOO, COWS THAT TYPE DIARY OF A FLY DIARY OF A SPIDER DIARY OF A WORM DOOBY DOOBY MOO DUCK FOR PRESIDENT GIGGLE, GIGGLE QUACK |
| ERNST | Books by Lisa Campbell Ernst |
| JOHNSON | THE GIRL WHO WORE SNAKES |
| LOBEL | THE FROG AND TOAD Series |
| MEDDAUGH | MARTHA BLAH, BLAH And other books about Martha |
| PINKNEY | THE ADVENTURES OF SPARROWBOY |
| RATHMANN | OFFICER BUCKLE AND GLORIA And other books by Peggy Rathmann |
| VAN LEEUWEN | Books about Amanda Pig and her brother Oliver |
| WALSH | JACK'S TALE |



First Grade Suggested Summer Reading List



Note: The following books are only suggestions. Please feel free to add any books that are appropriate for your reader. The staff in the children's area of the public library will also have many wonderful suggestions for you.

Research has shown that the single greatest factor in predicting reading success is whether a child is read to when young. Here are some titles to get you started! Please note that the reading level of the books suggested varies. If your child is already reading, have him or her read a page of the book aloud to you to see if it is a good fit. If they struggle with more than a few words on the page, it is probably too difficult, but the book would still be a great book to read aloud to your child.

Fun Books to Share

- *And I Mean It, Stanley* by Crosby Bonsall
- Arthur series by Marc Brown
- *A Bad Case of the Stripes* by David Shannon
- Berenstain Bear series by Jan and Stan Berenstain
- Clifford series by Norman Bridwell
- *Dinosaur Time* by Peggy Parish
- *The Eye Book* by Theo LeSieg
- Franklin series by Paulette Bourgeois
- Froggy series by Jonathan London
- *Green Eggs and Ham* by Dr. Seuss
- *Hi! Fly Guy* by Tedd Arnold
- *How I Became a Pirate* by Melinda Long
- Junie B. Jones series by Barbara Park
- Little Critter series by Mercer Mayer
- *Morris the Moose* by Bernard Wiseman
- Nate the Great series by Marjorie Weinman Sharmat
- *Rainbow Fish* by Marcus Pfister
- *The Very Busy Spider* by Eric Carle

Learning to Read Series

- Hello Reader!
- I Can Read Books
- Puffin Easy-to-Read
- Step Into Reading Levels 1-4

Alphabet Books

- *Animalia* by Graeme Baese
- *The Lcky Bug Alphabet Book* by Jerry Pallotta
- *Z Was Zapped* by Chris Van Allsburg

Math in Picture Books

- *How Much Is a Million?* by David M. Schwartz
- *One Potato: A Counting Book of Potato Prints* by Diana Pomeroy
- *Ten Sly Piranhas: A Counting Story in Reverse, (A Tale of Wickedness—and Worse!)* by William Wise
- *When Sheep Cannot Sleep* by Satoshi Kitamura

Classics to Read to a First Grader

- *Leo the Late Bloomer* by Robert Kraus
- *The Little House* by Virginia Lee Burton
- *Make Way for Ducklings* by Robert McCloskey
- *When Will I Read?* by Miriam Cohen

Caldecott Awards and Honor Books

- *Alphabet City* by Stephen Johnson
- *Ashanti to Zulu: African Traditions* by Margaret Musgrove
- *The Hello, Goodbye Window* by Norton Juster and Chris Raschka
- *Owen* by Kevin Henkes
- *The Polar Express* by Chris Van Allsburg
- *A Story, A Story* by Gail E. Haley

Enjoy!

Bridgeport Public Libraries Current Children's Magazines

American Girl (ages 8-11)
Appleseeds (ages 8-11)
Boy's Life (ages 11 and up)
Cobblestone (ages 9-14)
Cousteau Kids (ages 8-12)
Cricket (ages 9-14)
Faces (ages 9-14)
Hopscotch for Girls (ages 6-12)
Humpty Dumpty (ages 4-6)
National Geographic World/Kids (ages 6-14)
New Moon (for girls ages 8-14)
Ranger Rick (ages 6-12)
Sports Illustrated for Kids (ages 8 & up)
Your Big Backyard (ages 3-7)



➤ First _____

➤ Next _____

➤ Then _____

➤ Finally _____



White House Pets
By Kira Freed
(www.readinga-z.com)

Most presidents have had pets. They have had dogs,



cats, birds, and horses.

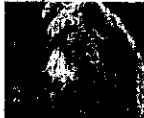
But some very odd pets have lived at the White House, too. Sheep lived at the White House. They



kept the grass trimmed. A raccoon lived at the White House. A president walked it on a leash.



Goats lived at the White House. One pulled a president's grandchildren in a cart. A snake lived at the White House. A president's daughter took care of it. A flying squirrel lived at the white house. A president let it climb on him.



Bears lived at the White House. A president walked them in the garden. An alligator lived at the White House. It lived in a bathtub.



Elephants, lions, a tiger and a hippo were gifts to presidents. They went to live at a zoo.

Literal Comprehension

List 3 facts about White House pets.

| |
|----------|
| 1. _____ |
| 2. _____ |
| 3. _____ |

Interpretation

Why do you think the author chose to write about White House pets?

Reflection

What do you think is the most important think that you learned from this story?

Tell why you think it is important.

Living Together
By Chuck Garofano
(www.readinga-z.com)



A community is made of a group of people who live together. People in different communities live in different ways. A village is a small community. There are different kinds of villages.



Long ago, some villages had a castle in the center. One family lived in the castle. That family owned all the land in the village. Other families lived in houses in the village. Some families grew food. Other families made things like tools.

Some people live in communities where there is very little food. They move from place to place to find food. Some go to hunt animals. Other families stay by the ocean to fish.



A city is a very large community. It is made of many small communities called neighborhoods. People in neighborhoods live, work, and play together. There are many kinds of communities. Who are the people in your community?

Literal Comprehension

List 3 facts about communities.

| |
|----------|
| 1. _____ |
| 2. _____ |
| 3. _____ |

Interpretation

Why do you think the author chose to write about communities?

Reflection

What do you think is the most important thing that you learned from this story?



















Tell why you think it is important.

Fry's Sight Words 1-25

Directions: Can you read the words? Circle ☺ for Yes. Circle ☹ for No.

| | Can I read it? | |
|------|----------------|----|
| | Yes | No |
| the | ☺ | ☹ |
| of | ☺ | ☹ |
| and | ☺ | ☹ |
| a | ☺ | ☹ |
| to | ☺ | ☹ |
| in | ☺ | ☹ |
| is | ☺ | ☹ |
| you | ☺ | ☹ |
| that | ☺ | ☹ |
| it | ☺ | ☹ |
| he | ☺ | ☹ |
| was | ☺ | ☹ |
| for | ☺ | ☹ |
| on | ☺ | ☹ |
| are | ☺ | ☹ |
| as | ☺ | ☹ |



















1-25

| | | |
|------|---|---|
| with |  |  |
| his |  |  |
| they |  |  |
| I |  |  |
| at |  |  |
| be |  |  |
| this |  |  |
| have |  |  |
| from |  |  |

Fry's Sight Words 26-50

Directions: Can you read the words? Circle 😊 for Yes. Circle ☹️ for No.

| | Can I read it? | |
|-------|----------------|----|
| | Yes | No |
| or | 😊 | ☹️ |
| one | 😊 | ☹️ |
| had | 😊 | ☹️ |
| by | 😊 | ☹️ |
| word | 😊 | ☹️ |
| but | 😊 | ☹️ |
| not | 😊 | ☹️ |
| what | 😊 | ☹️ |
| all | 😊 | ☹️ |
| were | 😊 | ☹️ |
| we | 😊 | ☹️ |
| when | 😊 | ☹️ |
| your | 😊 | ☹️ |
| can | 😊 | ☹️ |
| said | 😊 | ☹️ |
| there | 😊 | ☹️ |



















| | | |
|-------|---|---|
| use |  |  |
| an |  |  |
| each |  |  |
| which |  |  |
| she |  |  |
| do |  |  |
| how |  |  |
| their |  |  |
| if |  |  |

Fry's Sight Words 51-75

Directions: Can you read the words? Circle ☺ for Yes. Circle ☹ for No.

| | Can I read it? | |
|-------|----------------|----|
| | Yes | No |
| will | ☺ | ☹ |
| up | ☺ | ☹ |
| other | ☺ | ☹ |
| about | ☺ | ☹ |
| out | ☺ | ☹ |
| many | ☺ | ☹ |
| then | ☺ | ☹ |
| them | ☺ | ☹ |
| these | ☺ | ☹ |
| so | ☺ | ☹ |
| some | ☺ | ☹ |
| her | ☺ | ☹ |
| would | ☺ | ☹ |
| make | ☺ | ☹ |
| like | ☺ | ☹ |
| him | ☺ | ☹ |

51-75



















| | | |
|-------|---|---|
| into |  |  |
| time |  |  |
| has |  |  |
| look |  |  |
| two |  |  |
| more |  |  |
| write |  |  |
| go |  |  |
| see |  |  |

Fry's Sight Words 76-100

Directions: Can you read the words? Circle ☺ for Yes. Circle ☹ for No.

| | Can I read it? | |
|--------|----------------|---------|
| | Yes ☺ | No ☹ |
| number | ☺ | ☹ |
| no | ☺ | ☹ |
| way | ☺ | ☹ |
| could | ☺ | ☹ |
| people | ☺ | ☹ |
| my | ☺ | ☹ |
| than | ☺ | ☹ |
| first | ☺ | ☹ |
| water | ☺ | ☹ |
| been | ☺ | ☹ |
| call | ☺ | ☹ |
| who | ☺ | ☹ |
| am | ☺ | ☹ |
| its | ☺ | ☹ |
| now | ☺ | ☹ |
| find | ☺ | ☹ |

76-100

| | | |
|------|---|---|
| long |  |  |
| down |  |  |
| day |  |  |
| did |  |  |
| get |  |  |
| come |  |  |
| made |  |  |
| may |  |  |
| part |  |  |

PHRASES WITH FRY INSTANT WORDS

Fry Instant Words are high-frequency words occurring in reading. By practicing reading these phrases containing these words, students can improve skills in both speed and accuracy. There are approximately 150 words on each page. An acceptable fluency level would be for the student to read each page (two columns) in one minute. An untimed pre-test should be given to make sure students can read the phrases correctly before emphasizing fluency.

| <u>Group 1</u> | <u>Group 2</u> |
|----------------------------|----------------------------|
| 1. <u>the</u> little boy | 1. <u>he</u> is it |
| 2. <u>a</u> good boy | 2. <u>I</u> can go |
| 3. <u>is</u> about me | 3. <u>they</u> are here |
| 4. then <u>you</u> give | 4. one by <u>one</u> |
| 5. was <u>to</u> come | 5. <u>good</u> and wet |
| 6. old <u>and</u> new | 6. came with <u>me</u> |
| 7. what <u>we</u> know | 7. <u>about</u> a dog |
| 8. <u>that</u> old man | 8. <u>had</u> a hat |
| 9. <u>in</u> and out | 9. <u>if</u> you come |
| 10. <u>not</u> up here | 10. <u>some</u> good candy |
| 11. good <u>for</u> you | 11. up and down |
| 12. down <u>at</u> work | 12. <u>her</u> green hat |
| 13. <u>with</u> his cat | 13. say and <u>do</u> |
| 14. <u>it</u> was new | 14. <u>when</u> they come |
| 15. work <u>on</u> it | 15. <u>so</u> I went |
| 16. <u>can</u> come here | 16. <u>my</u> little house |
| 17. they <u>will</u> go | 17. <u>very</u> good girl |
| 18. <u>are</u> so long | 18. <u>all</u> around |
| 19. three <u>of</u> them | 19. <u>would</u> you like |
| 20. before <u>this</u> one | 20. <u>any</u> good book |
| 21. <u>your</u> little boy | 21. have you <u>been</u> |
| 22. <u>as</u> long as | 22. we are <u>out</u> |
| 23. <u>but</u> not me | 23. here and <u>there</u> |
| 24. <u>be</u> here again | 24. <u>from</u> my mother |
| 25. have <u>been</u> good | 25. a nice <u>day</u> |

PHRASES WITH FRY INSTANT WORDS

| Group 3 | Group 4 |
|-----------------------------|-----------------------------|
| 1. to <u>go</u> home | 1. <u>who</u> am I |
| 2. <u>see</u> the dog | 2. <u>an</u> old cat |
| 3. <u>then</u> they went | 3. in <u>their</u> car |
| 4. look at <u>us</u> | 4. <u>she</u> had some |
| 5. yes and <u>no</u> | 5. a <u>new</u> school |
| 6. play with <u>him</u> | 6. he <u>said</u> it |
| 7. <u>by</u> the house | 7. <u>did</u> not go |
| 8. he <u>was</u> going | 8. a good <u>boy</u> |
| 9. <u>come</u> to me | 9. <u>three</u> little dogs |
| 10. <u>get</u> the cat | 10. <u>up</u> and down |
| 11. in <u>or</u> out | 11. go to <u>work</u> |
| 12. one, <u>two</u> , three | 12. <u>put</u> it out |
| 13. to the <u>man</u> | 13. we <u>were</u> there |
| 14. a <u>little</u> dog | 14. <u>before</u> you go |
| 15. he <u>has</u> it | 15. <u>just</u> one day |
| 16. sit by <u>them</u> | 16. about this <u>long</u> |
| 17. <u>how</u> do you | 17. <u>here</u> it is |
| 18. <u>like</u> the book | 18. get the <u>other</u> |
| 19. in <u>our</u> car | 19. our <u>old</u> car |
| 20. <u>what</u> do you | 20. then <u>take</u> it |
| 21. do you <u>know</u> | 21. <u>cat</u> has been |
| 22. <u>make</u> a book | 22. <u>again</u> and again |
| 23. <u>which</u> one is | 23. would <u>give</u> him |
| 24. this <u>much</u> is | 24. day <u>after</u> day |
| 25. about <u>his</u> frog | 25. <u>many</u> of them |